

HEATH SPRINGS ELEMENTARY

158 Solar Road
Heath Springs, S.C., S.C. 29058

GRADES K-5 Elementary School

ENROLLMENT 324 Students

PRINCIPAL Sheri M. Watson 803-273-3176

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	66	16	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

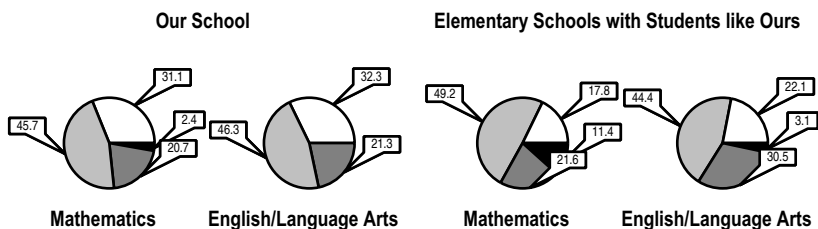
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	22	54	41
Percent satisfied with learning environment	95.2%	94.4%	90.0%
Percent satisfied with social and physical environment	100.0%	92.5%	67.5%
Percent satisfied with home-school relations	90.5%	92.6%	87.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	171	100.0	32.3	46.3	21.3	N/A	21.3	17.6
Gender								
Male	98	100.0	39.4	40.4	20.2	N/A	20.2	17.6
Female	73	100.0	22.9	54.3	22.9	N/A	22.9	17.6
Racial/Ethnic Group								
White	117	100.0	25.2	47.8	27.0	N/A	27.0	17.6
African-American	53	100.0	50.0	41.7	8.3	N/A	8.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	136	100.0	21.2	52.3	26.5	N/A	26.5	17.6
Disabled	35	100.0	78.1	21.9	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	171	100.0	32.3	46.3	21.3	N/A	21.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	171	100.0	32.3	46.3	21.3	N/A	21.3	17.6
Socio-Economic Status								
Subsidized meals	79	100.0	44.6	45.9	9.5	N/A	9.5	17.6
Full-pay meals	92	100.0	22.2	46.7	31.1	N/A	31.1	17.6

Mathematics								
All students	171	100.0	31.1	45.7	20.7	2.4	23.2	15.5
Gender								
Male	98	100.0	31.9	44.7	20.2	3.2	23.4	15.5
Female	73	100.0	30.0	47.1	21.4	1.4	22.9	15.5
Racial/Ethnic Group								
White	117	100.0	23.5	48.7	26.1	1.7	27.8	15.5
African-American	53	100.0	50.0	39.6	6.3	4.2	10.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	136	100.0	23.5	49.2	24.2	3.0	27.3	15.5
Disabled	35	100.0	62.5	31.3	6.3	N/A	6.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	171	100.0	31.1	45.7	20.7	2.4	23.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	171	100.0	31.1	45.7	20.7	2.4	23.2	15.5
Socio-Economic Status								
Subsidized meals	79	100.0	45.9	43.2	10.8	N/A	10.8	15.5
Full-pay meals	92	100.0	18.9	47.8	28.9	4.4	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	54	N/A	40.7	38.9	18.5	1.9	20.4
	Grade 4	58	N/A	21.1	50.9	28.1	N/A	28.1
	Grade 5	64	N/A	39.1	48.4	12.5	N/A	12.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	60	100.0	23.7	42.4	33.9	N/A	33.9
	Grade 4	52	100.0	32.0	56.0	12.0	N/A	12.0
	Grade 5	59	100.0	41.8	41.8	16.4	N/A	16.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	54	N/A	40.7	46.3	11.1	1.9	13.0
	Grade 4	58	N/A	21.1	31.6	24.6	22.8	47.4
	Grade 5	64	N/A	45.3	43.8	10.9	N/A	10.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	60	100.0	18.6	55.9	20.3	5.1	25.4
	Grade 4	52	100.0	38.0	38.0	24.0	N/A	24.0
	Grade 5	59	100.0	38.2	41.8	18.2	1.8	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 324)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.8%	2.4%
Attendance rate	95.9%	Down from 96.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.5%	Up from 15.8%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Up from 7.7%	8.6%	8.0%
Older than usual for grade	0.3%	Down from 0.6%	0.9%	1.1%
Suspended or expelled	0.3%	No change	0.0%	0.0%

Teachers (n= 22)				
Teachers with advanced degrees	59.1%	Up from 50.0%	49.6%	50.0%
Continuing contract teachers	72.7%	Down from 95.5%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.4%	Down from 88.9%	88.0%	86.2%
Teacher attendance rate	95.6%	Up from 94.6%	95.4%	95.3%
Average teacher salary	\$37,780	Down 3.1%	\$40,153	\$39,909
Prof. development days/teacher	10.6 days	Down from 15.7 days	11.1 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	19.5 to 1	Down from 20.4 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.6%	Up from 89.3%	90.0%	89.7%
Dollars spent per pupil*	\$5,142	Up 0.8%	\$5,754	\$5,892
Percent spent on teacher salaries*	65.6%	Down from 65.8%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Parents, students, faculty and business partners have worked very hard to make this yet another great year at Heath Springs Elementary School.

Three of our teachers had grants funded in the areas of reading and social studies. These funds added \$10,000 to our budget. Andrea Williams, a third grade science teacher, was named Lancaster County Conservation Teacher of the Year. Ronald Hinson, a fifth grade student, won third place out of 1,000 entries in the state's "Salute to Manufacturing" art contest.

Teachers in kindergarten through second grade planned and trained diligently to successfully implement a Multiple Intelligence, Core Knowledge-based Discovery School Model. A marked improvement in post-test scores verified this success. Increased parental involvement was a key piece in this model. Families of students in K-2 were expected to provide 30 hours of service to the school through various opportunities. We are excited to report that 2,733 family service hours were recorded for the seven K-2 classes.

Language Arts continues to be an area of weakness as indicated by PACT and MAP scores. To address reading weaknesses, we have begun to implement the Open Court Reading Program. This program was used in grades 1 and 2 this year. SRA Corrective Reading Program was used in grades 4 and 5. The Language Arts teachers in grades 3-5 are integrating the social studies standards in their program. Everyday Math and kit-based science are used in K-5.

Student involvement is very important at Heath Springs Elementary. Opportunities include 2nd grade Pledge Leaders, 3rd grade Landscapers and Postal Workers, 4th grade Service Learners in partnership with Heath Springs Residential Care and 5th grade Safety Patrols. Junior Achievement and Service Learning opportunities are offered to all students.

Parents, students and teachers worked together to create a courtyard ecosystem that can be used in conjunction with land, water and animal science kit studies.

Our "community of learners" was able to "celebrate successes" in many ways this year.

Sheri Watson, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.